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As part of The Great Cities School Improvement Program, High Roads Project in the Dunbar Elementary School is designed to motivate pupils, parents, and teachers to achieve maximum potential in their respective roles through effectively mobilizing and utilizing the total resources of the school and community. Plans were developed by the School Community Coordinating Team during a summer workshop. Orientation plans were provided in order to foster wholehearted acceptance of the program by teachers, pupils, parents, and other members of the community. Rather than the massive, "one shot" infusions of inspiration, many phases of the program will be continuous and will be carried out simultaneously. Specific plans were laid for activities in all areas involving teachers, pupils, parents, health care staff, and the community as a whole. These included enlisting the cooperation of churches, other organizations and retired teachers. The orientation programs are listed for July - September 1960!							
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Ford Foundation Project
Great Cities Improvement Program
School-Community Co-ordinating Team
Philadelphia, Pennsylvania

High Roads Project

Paul Laurence Dunbar School
12th St. N. of Columbia Avenue
Philadelphia 22, Penna.

Community Co-ordinating Team

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Alice Campbell
Marcus Foster
Lilinau Goffney (serving for Malcolm Poindexter)
Eloise Holmes
Shirley Nolley
Alice Spotwood

ED001020

Great Cities Improvement Program
Ford Foundation Project
Paul Laurence Dunbar School
Philadelphia 22, Pennsylvania

August, 1960

In the Dunbar School, the Ford Foundation Project will be known as the "High Roads Project". It is a program that is designed to motivate pupils, parents, and teachers to achieve maximum potential in their respective roles through effectively mobilizing and utilizing the total resources of the school and community. It is based upon the assumption that human behavior can be modified in positive directions through effective planning, skillful teaching, and intelligent persistent effort. If this belief be true, it may be assumed that the effects of cultural deprivation can be minimized and academic achievement and latent talent can be extended beyond apparent limitations.

The plans that follow were developed by the School Community Co-ordinating Team during the summer workshop. They do not reflect the thinking of the entire faculty and therefore cannot be considered final. These plans represent a general framework. As they are discussed and implemented other problems may arise and new ideas will occur that may suggest different directions and more promising courses of action.

These plans are a road map that will guide parents, teachers and children through experiences that will help them discover the "High Roads" that lead to a fuller self-realization and to a deeper understanding of the opportunities and responsibilities inherent in the American way of life.

Plans for the Dunbar High Roads Project

The first phase of the program consists of activities that will foster wholehearted acceptance of the project by teachers, pupils, parents, and members of the school community. These orientation activities are listed for July--September.

July-August 1960

Orientation of Teachers

1. Members of the co-ordinating team will acquaint members of the faculty with the progress of the workshop through telephone contacts, informal luncheons, and individual personal contacts.
2. Teachers will receive a letter from the team informing them of the summer activities planned by the team and inviting them to participate.
(A copy of the letter follows this report.)
3. Team members and interested teachers will meet at Dunbar on August 12th to prepare for an evening meeting on August 18th.

Orientation of Parents

1. Organize Block Commanders.
2. Meet with Block Commanders on July 28th at Norris Center, 11th and Berks at 7:30.
3. Meet with parents and interested members of the community.
(Aug. 18, 1960)
 - a. Introduce the "High Roads Project"
 - b. Suggest ways of preparing children for school
 - c. Explain the Block Commanders organization
 - d. Establish a spirit of willing cooperation and participation in the project
 - e. Redistribute "trip booklet" (copy of booklet follows this report)

September 1960

Orientation of Teachers

1. Faculty family picnic--September 10th.
2. Inspirational speaker--possibly Perley Ayer.
3. Meeting of teachers and parents at the Fellowship Commission on September 29, 1960.

(3)

4. Report of the Dunbar Community Co-ordinating Team to be given and discussed during September and October faculty meetings.
5. Examining, formulating, evaluating, and implementing project plans will be an on going process.

Orientation of Parents

1. Meet with teachers at the Fellowship Commission September 29, 1960.
2. Meet with Dr. Ruth W. Hayre, principal of William Penn High School, to hear about the "Wings Program" and to consider how such a program might function at the elementary school level - September 22, 1960.
3. Meet with Mr. Louis Ballen concerning the project and the role of the community co-ordinator September 22, 1960.
4. Meet with the leaders of the community to acquaint them with the project and to discuss areas in which their cooperation is needed.

Orientation of Children

1. The song, "To Every one There is a Way", will be taught in assembly.
2. Teaching of the song will lead into a discussion of the name of our project.
3. Aspects of the program will be discussed in assembly and in the classrooms.
4. Children will be involved in setting personal goals that they hope to achieve as a result of the project.

Many phases of the project will be continuous and will be carried out simultaneously. Therefore, listing of activities on a month by month basis in log form is not feasible. The remainder of the plan will be presented under the headings Activities for Teachers, Activities for Parents, and Activities for Children without reference to dates.

I. Activities Involving Teachers

A. Objectives

1. To raise teacher morale - better teacher to teacher relationships.
2. To secure the maximum cooperation from the faculty teacher acceptance of program.
3. To raise the instructional level through:
 - a. Sharing with the faculty ideas and materials received from the workshop experience
 - b. Sharing of ideas and materials among faculty members
 - c. Pooling and organizing these ideas into an acceptable plan for Dunbar School
 - d. Exploring of the guides both old and new
 - e. Improving evaluation techniques
 - f. Using diagnostic tests more effectively
 - g. Improving articulation through the grades
4. To make available more help and materials for teachers.
5. To make maximum use of the talents of the faculty.

B. Language Arts

1. Maturity level grouping - plan now being initiated
 - a. Importance of proper pacing
 - b. Less grouping in 1A
 - c. No formal book reading until the child has mastered the pre-primer or more than the pre-primer vocabulary
 2. An intensive program in Listening and Speaking in the first grade.
 3. Continuation of many aspects of Listening and Speaking through the grades.
-

(5).

4. An intensive and more consistent program of vocabulary building
 - a. experiences - walks, trips, creative and play experiences
 - b. rhymes, poetry, stories dramatizations
 - c. opposites, classifications, descriptive words, synonyms, etc.
 - d. experiences to appeal to all five senses - sight, touch, hearing, smell and taste
 5. Extensive use of Reading Charts
 - a. left to right progression
 - b. sight vocabulary etc.
 6. Many opportunities for following directions
simple, oral - more complicated
board - paper
 7. Extensive use of visual aids - pictures, filmstrips, motion pictures etc.
 8. Musts for every first grade child
 - a. letters of the alphabet - relationship of capitals and small letters name - sound or sounds
 - b. distinction between letter and word
 - c. concept of days of week, months, year, seasons
 - d. clear oral concept of sentence (details to be worked out in the grammar supplement)
 - e. more "thank you," "please!" etc.
 9. More emphasis on expressive phases.
 - a. functional speaking - oral messages, announcements, reacting to assembly programs etc.
 - b. functional and creative writing
(1) steps in teaching Lang. Lab. Materials
 10. Definite procedures in handwriting to be followed consistently.
 11. Definite steps for the teaching of spelling.
-

C. Materials and Equipment

1. Many more play materials for first grade - blocks, toys, dolls, clay, puzzles, beads, pegboards, telephones, etc.
2. Setting aside space for a play corner in each first grade.
3. Instructional materials - flannel boards, pictographs, records, visual-motor skill Series-Seques puzzles, primer typewriter etc.

D. Bulletin Boards - rooms and corridors

1. Functional as well as attractive
2. Simple captions in manuscript
3. Sentence captions where possible
4. More children's work - attractively mounted

E. Arithmetic

1. Plan for a thorough exploration of the guide.
 2. Know and teach the accepted terminology for the grade.
 3. Many counting experiences for first and second grades.
 4. Concepts - check with guide
 5. Stress number relationships.
 6. Definite steps in each arithmetic lesson
 7. Teach related facts-drill the same way - drill in variety of ways.
 8. Teach - concrete--semiconcrete--abstract.
 9. Careful programming
 - a. List all concepts to be taught.
 - b. Break down materials into year, months, weeks.
 10. Experiment with the Cuisenaire method in bright1A section.
 11. Use filmstrips and films as aids.
-

F. Expressive and Appreciation Phases

1. Teach real poetry as well as rhymes and jingles.
2. Create rhymes in grades 1-3.
3. Teach art rather than let children draw.
4. Teach music readiness in the first grade.
5. Teach music in grades 2-3.
 - a. Facts of notation
 - b. Scale
 - c. Time and note values
 - d. see new course to be issued in September
6. Teach music appreciation
 - a. Directed listening
 - b. Distinguishing different rhythms, moods, tempos
 - c. Interpreting
7. Utilize art and music supervisors.

G. Assemblies

1. Make a file of assembly songs.
2. Provide for more pupil participation.
 - a. Story telling
 - b. Reading stories
 - c. Announce merits
 - d. Interpreting records
 - e. Use of rhythm instruments (aid from music supervisor)

H. Health

1. Health Examinations
2. Screening programs
 - a. Growth
 - b. Vision
 - c. Audiometric

3. Immunization programs
4. Special programs
 - a. Tuberculosis testing
 - b. Cystic Fibrosis
 - c. Other
5. Classroom health talks and demonstrations
6. Special Health Assemblies
 - a. Presentation of health awards (for correction of defects)
 - b. Other
7. Library of health materials and books for teachers, children and parents
8. Charm class (6th grade)
9. Parents Health Committee
 - a. Planning meeting
 - b. Planning special programs
 - c. Meeting with parents
10. Keeping records
11. Reporting
12. Care of ill and injured
13. Special conferences with principal, teachers, counselor re: special problem cases.

Balance of program will be within the framework of the Health Council.

The nurse participates in all phases of the program, but may not be responsible for direct leadership.

Faculty Health Committee:

The entire school health program will be the decision of this committee and will be planned early in the fall.

The following outline is based on programs of previous years.

1. Monthly Health Emphasis - one point stressed each month
Example: Good posture
2. Bulletin Boards
3. Assembly programs - one per month
4. Map out plans for continued emphasis on:
 - a. Good grooming
 - b. Good nutrition
 - c. correction of defects
5. Other planned programs:
 - a. poster contests
 - b. Health booklet contests, etc.
6. Plan stimuli for keeping teachers and children "Health Minded"
7. Work to insure the cooperation and participation of entire school in all school health programs.

Childrens Health Committee: Meets once a month under supervision of a member of the Faculty Health Committee.

1. Stress monthly health emphasis.
2. Observe and report special health program, classroom health problems.
3. Plan and participate in special health programs.

Example: "Clean surroundings"
(keeping desks, rooms, halls, yard and toilet rooms clean)

Parents Health Committee: Meets once a month - special meetings when necessary.

1. Assist with immunization programs.
2. Collect data from records for statistics.

3. Assist with certain clerical work
 - a. Filing
 - b. Lexographing forms
 - c. Completing records of new admissions (kgn & 1st gr.)
4. Schedule for Health Examinations
5. Escort Service
 - a. To clinics
 - b. Temporary housekeepers - for mothers who must accompany any of their children to clinic or doctor and have no one to keep younger children
6. Supervised lunch program - to be set up for children who do not go home for lunch. This will be in school or in a neighborhood restaurant or church.
7. Supervised clothing closet
(for indigent children)
8. Planned educational programs
 - a. Family education
 - b. Nutrition
 - c. Recreation
 - d. Other interested subjects

Community Groups: Will meet four times during the year. Will set up program for improving health and social welfare of community at large.

I. Social Studies

1. All starred units in Social Studies Guide will be taught at each grade level.
2. More Negro History will be integrated into the regular curriculum.
3. Emphasis will be placed upon:
 - a. Critical thinking
 - b. Locating and gathering information

- c. organization and evaluating information
- d. Reading and listening
- e. Speaking and writing
- f. interpreting maps and graphs
- g. Developing time sense

J. General

1. Keep folders of children's work one or two samples each month.
2. Library of materials for independent activities, arithmetic, reading etc.
3. Library centers on first and second floors.
4. Formulate a Dunbar test (one for each grade) to be given to each class -use scope and sequence charts as guide - give about middle of the term to determine progress.

K. Special Activities (involving children and parents)

1. Clubs (school time)

- a. Art ----- Mrs. Dukes
- b. Orchestra ----- Mrs. Haskell
- c. Chorus ----- Mrs. Beckett
- d. Creative writing ----- Mrs. Jimenez
- e. Negro history ----- Miss Ross
- f. Science ----- Mr. Bradley
- g. Poetry ----- Mrs. Powell
- h. Sewing and crafts ----- Mrs. Barker
- i. Gym and recess leaders ----- Mr. Braxton
- j. Good literature ----- Mrs. Spotwood
- k. Home decorating ----- Mrs. Nichols

2. Service and special groups

- a. Group therapy ----- Mr. Braxton
- b. Jr. Red Cross ----- Mrs. Spotwood

- c. After school playground ----- Miss Morris
- d. Girl guides -----Mrs. Jimenez
----- Miss Rice
- e. Boys safety patrol ----- Mr. Poindexter
Mr. Braxton
Mr. Bradley
- f. Girl scouts ----- Mrs. Washington
- g. Community services ----- Mrs. Spotwood
- h. Saturday cultural events
 - 1. Tours
 - 2. Concerts
- i. Health & sanitation committee --- Miss Ross
- j. Lost and found ----- Miss Morris

Program for teacher education

- 1. Inspirational Speech - Perley Ayer - September 8th.
- 2. Distribution of printed and duplicated material - throughout the year.
- 3. Grade meetings - first grades - first week in October plans for beginning reading.
- 4. Group meetings - over-all-view of plans.
- 5. Three Faculty meetings a month.
- 6. Full use of collaborators and supervisors, and teacher aide.
- 7. Demonstration lessons.
- 8. In-service courses - released time.
 - a. Times and places to be arranged
 - b. Suggested plan - tentative
 - (1) Handwriting-cursive and manuscript - 2 one hour periods per week for two weeks
 - (2) Creative and functional writing 2 one hour periods for 2½ weeks
 - (3) Series of lessons in reading developmental demonstrations - using teachers in regular classes

9. Reference Center for teacher
10. Program of self improvement
 - a. Self-evaluation inventory
 - b. Program evaluation inventory
11. Faculty cultural enrichment program
 - a. Plays
 - b. concerts
 - c. Excursions
12. Utilizing consultants
 - ✓ a. Perley Ayer
 - b. Maury Fagan
 - c. Lafayette Powell
 - d. Dr. R. W. Hayre
 - e. D. S. Bullock
 - f. M. Foster - The Myth about the Negro
 - ✓ g. Harry Orth (Role Playing)
 - h. A. Tobias (General Semantics)
 - i. Speaker from Committee on Human Relations
 - j. Dr. Ira Reid
 - k. Dr. H. Giles
 - l. Special School Personnel- Nurse
Counselor
School Community Co-ordinator
 - m. Mrs. Moore
13. Monthly faculty luncheons
14. Construction of a school code.
15. Development of parent's handbook

II. ACTIVITIES INVOLVING CHILDREN

A. Objectives

1. To raise the achievement and cultural levels of the children.
2. To develop better
 - a. child to child relationships
 - b. Teacher to pupil relationships
3. To broaden the area of pupil participation in school services.
4. To help the child construct a more positive image of himself.
5. To improve the health of the children.

6. To improve the physical appearance of the children.
7. To help children improve in the area of character development.

B. Activities

1. Emphasize the importance of proper school attire (children who look better work better)
2. Prepare pre-school children (see parents "Getting Ready for School")
3. Hold a spring "Round Up" - two days set aside for parents and new children to come to school for orientation.
4. Initiate programs to help raise the level of achievement of the children.
 - a. More concentrated work in the 3 R's
 - b. Possibility of establishing area reading classes in a church or center if the school cannot be used as a center
5. Organize an after school tutoring service.
6. Organize an after school homework center.
7. Organize an after school library service.
8. Plan many more trips and walks.
9. Expand messenger service - actual training of children to be messengers as part of our functional language program.
10. Involve more children in assembly programs - see assembly.
11. Expand service and sharing activities.
 - a. Reading and telling stories to children in other rooms (younger)
 - b. Making gifts for children
 - (1) Within the class
 - (2) For another class
 - (3) For a class in another school
 - (4) For a social agency - hospital or Christian Alliance

- c. Inter-school visitation
 - d. Volunteer service St. Lukes Hospital Children's Ward.
 - e. St. Christopher's Hospital
 - f. Horace B. Mann Recreation Center - Cerebral Palsy Unit
12. Hold a Book Fair - "Give a Book for a Gift".
- a. Christmas - second week in December
 - b. Easter - week before holiday
- (dates to be set later)
13. Select carefully stories and poems that will contribute to the goal of character development.
14. Use speakers and programs in assembly, and classrooms that afford the children an opportunity to identify with people who are achieving and thereby help to raise their level of aspiration.
15. Plan Saturday trips that will be culturally and academically enriching.
16. Organize Cub Scouts and Brownies.

c. General Statements

- 1. Give children a forward look. Keep before them goals motivate!! - Give reasons for which we do things.
- 2. Be careful of things said to children and before children.

"Accent the positive; play down the negative."

- d. See Activities for teachers and health program for further details.

III. ACTIVITIES INVOLVING PARENTS

A. Objectives

1. To increase parental responsibility.
2. To obtain wider participation and interest in school affairs.
3. To interest more parents in the educational problems of their children.
4. To acquaint parents with the many school services.
5. To prepare parents for and make them aware of the opportunities inherent in the High Roads Project.
6. To foster better parent-teacher relationships.
7. To initiate a program of parental education.

B. Activities

1. Reactivate Classroom Mothers Organization.
 - a. A distinct group to meet together to plan from time to time
 - b. Accompany classes on trips
 - c. Help with duplicating materials
 - d. Help with class parties
 - e. Read or tell stories to children at times
2. Organize a group of mothers to help with children's clothing problems.
 - a. Organization of a clothes closet
 - b. Mending and fitting clothing
3. Seek parents other than room mothers to accompany classes on trips.
4. Form Cub and Brownie Scout Troops - sponsors group.

5. Organize mothers to help with costumes for plays, curtains for rooms, etc.
6. Organize group to help with handicrafts.
7. Seek parents to help with Book Fair (Christmas, Easter).

C. Program of Education

1. Summer activities

- a. Meeting of Dunbar Block Commanders -Thursday, July 28th.

- (1) To consider a program for getting children ready for school

- (2) To consider various opportunities this group has for serving the school and community

- b. Night meeting for parents - Thursday, August 18th.

2. School year activities

- a. Urge parents to attend Night School at John Wanamaker Junior High School
- b. Acquaint parents with school services both new and old
- c. Acquaint parents with school rules and procedures
- d. Encourage a better understanding of the pupils' progress report
- e. Provide for observation and demonstration lessons for parents
- f. Feed into home through the school paper, easy materials
 - (1) How to help your child learn
 - (2) How to help your child read better

- g. Write handbook for parents - compiled by
publicity committee
- h. Plan workshops in language arts
- 3. Hold American Education Week night meeting
November 10th.

IV. ACTIVITIES INVOLVING THE COMMUNITY

A. The immediate community services

- 1. Trips to library
- 2. Book mobile service
- 3. Walks in the neighborhood
 - a. Observe new houses, old houses, where houses
will be built
- 4. Train rides to Reading Terminal
- 5. Wider use of neighborhood helpers in the classrooms.
 - a. Policeman
 - b. Crossing guard
 - c. Librarian
 - d. School board bus drivers
- 6. Use of churches
 - a. Area reading program - summer 1961
 - b. Encourage parents to send children to
Sunday School and church nursery schools.
- 7. Investigate neighborhood and compile a list of
other services and cultural resources for children.

B. Services from the Wider Community

- 1. Dairy Council Puppets
- 2. Junior League Plays
- 3. Fellowship House Dolls with Story Tellers

4. Films from Fellowship Commission

5. Books from Fellowship Commission Library

C. Try to get a sorority or fraternal group to sponsor some of our programs.

V. USE OF RETIRED TEACHERS AND PRINCIPALS

Details concerning the use of the following people cannot be given at this time. Their roles and extent of their participation will be influenced by their availability.

1. Miss Webb to help with Saturday program

2. Miss Chase - Enrichment for older children

a. Wide travel experience

b. Trip to Africa - summer 1960

3. Mrs. Helen Hyde - has consented and is eager to help with:

a. Tutoring service

b. Area reading program - summer 1961

4. Miss Freeman

5. Miss Phillips - for story telling

6. Retired teachers from other schools

a. Miss Dean

b. Mrs. Glover

VI. PLAN FOR AFTERSCHOOL PROGRAM

A. The program will include the following:

1. Tutorial Service

a. Areas to be covered

- (1) Reading
- (2) Arithmetic
- (3) Social studies
- (4) Science

b. Teachers needed

- (1) Primary one (1)
- (2) Intermediate one (1)

2. Homework room

a. Children recommended by:

- (1) Classroom teacher
- (2) Home and school co-ordinator
- (3) Counseling teacher

b. teachers needed

- (1) Intermediate one (1)

3. Library room

a. Purpose

- (1) To provide an opportunity for recreational reading
- (2) To provide assistance in the selection of books
- (3) To provide additional help with the reading process

b. Personnel

- (1) Retired teachers
- (2) Temple University Students
- (3) Future Teachers of America

B. Time during which services will be available

- 1. Monday through Thursday
 - 2. 3:45 to 4:45
-